

STATE BOARD OF EDUCATION

HEARING TYPE: INITIAL CONSIDERATION
 PUBLIC HEARING AND ADOPTION CONSIDERATION
 PUBLIC HEARING AND EMERGENCY ADOPTION
 INFORMATION/ACTION
 INFORMATION/NO ACTION

DATE: **OCTOBER 27-28, 2005**

SUBJECT: **REPORT ON THE USE OF CERTIFICATION FEES BY
EDUCATIONAL SERVICE DISTRICT (ESD) OFFICES**

SERVICE UNIT: **HIGHER EDUCATION, CERTIFICATION, AND
COMMUNITY OUTREACH**
 Dr. Andrew H. Griffin, Jr. *AHG*
 Assistant Superintendent

PRESENTER: **Dr. Arlene Hett, Director *Arlene Hett***
 Professional Education and Certification

BACKGROUND

The Washington Administrative Code (WAC) requires that the ESDs report annually how they have used certification fees for precertification and in-service activities.

October 2005 State Board of Education Meeting
Annual report on the use of certification fees for inservice activities
Fiscal year July 1, 2004-June 30, 2005

According to WAC 180-75-070(5), the annual report on the use of certification fees for precertification and inservice activities during the 2004-05 fiscal year will be presented to the State Board of Education.

State Board of Education rules (WAC 180-75-070) stipulate that money accruing from certification fees be used for precertification professional preparation, professional inservice training programs, teachers' institutes and/or workshops, and evaluation of these activities.

Revenue is divided equally between precertification and inservice activities, in accordance with WAC 180-75-065(3)(b) which states that no less than fifty percent of the funds accruing within the boundaries of an educational service district (ESD) shall be used to support program activities related to statewide precertification professional preparation and evaluation. The major use of precertification funds is to support meetings of the Professional Education Advisory Boards (PEABs). PEABs are highly involved in supporting collaborative efforts essential to college/university program development, program evaluation, and assessment of candidates' entry and exit competency. Per WAC 180-75-065(3)(c), inservice money remains in each ESD to support professional inservice training programs and evaluations.

Annually nine Educational Service District (ESD) reports are prepared by inservice program coordinators concerning the use of certification fees for inservice staff development model programs. Some of the exemplary professional inservice training programs will be described in this report.

INSERVICE ACTIVITIES

According to SBE rules, WAC 180-79A-130(3)(c), one-half of the certification fees collected by each ESD remain with that district to fund model inservice training programs and teachers' institutes and/or workshops for its service area. See Exhibit B for revenue collected and distributed by each ESD. Money is encumbered to allow a continuation of activities into the following year.

Educational Service District (ESD) inservice committees are responsible for coordinating inservice staff development model programs within the educational service district. The inservice committee membership is to be composed of an ESD representative, at least one district superintendent, one principal, one educational staff associate, one elementary teacher, one junior high school teacher, one senior high school teacher, one private school representative from within the ESD service area, and one representative from a college/university having a SBE approved program. [WAC 180-79A-131(3)(a)(c)] Each ESD was requested to submit: (1) a plan for soliciting and selecting model programs, (2) a description of exemplary programs, and (3) a financial report.

ESDs have professional development center programs, teacher assistance programs, paraprofessional training, student teaching centers, clock hours, and inservice committee responsibilities. All nine ESDs have combined these advisory committees in a variety of ways to perform varied tasks including the inservice committee responsibilities. In order to assure that membership meets the regulations for the professional development center advisory council (RCW 28A.415.040) and the inservice committee (WAC 180-79A-131(3)), we have asked that minutes distinguish specific tasks.

The following synopsis of ESD Inservice Exemplary activities has been based on reports received from the ESD Inservice chairpersons:

ESD 101- Spokane

Four exemplary programs were described in their report:

1. Presently, Spokane Valley High School students are required by West Valley School District to complete a fine arts credit towards graduation. However, they are unable to fund an art teacher. West Valley proposed an innovative project called *Artesia* that included local artists who volunteered time and talents in assisting students explore new forms of creative expression and gain appreciation for the environment. Teachers provided supervision, assisted guest artisans and accompanied students to local art galleries, museums, urban and rural trails and parks to experience a variety of educational programs. Participating students earned one-quarter fine arts credit.
2. Tekoa School District introduced their students to the scientific inquiry process by using a local eco-system as an outdoor science lab. This natural lab surrounds the community and made it possible for students to understand how human impact/contact can be influenced to improve water quality. The understanding by design inquiry model let students become scientists taking on real-life problems and allowing them to work on solutions.
3. One of Central Valley School District's established goals for 2004-2005 was to improve student reading. In order to accomplish that, they determined that reading-to-learn staff development was needed in all content areas. In a series of staff development opportunities, teachers learned how to design lessons using before, during and after reading strategies. They also focused on how to improve student's command of strategies critical to specific content reading. The entire faculty at Bowdish Middle School spent ten hours with an Eastern Washington University professor of reading and four hours of team application time. The grant supported Central Valley School District's focus on reading and learning as a community.
4. The staff at University Elementary in the Central Valley School District uses guided reading groups, but everyone has a different background in managing and setting up these groups. Their staff development opportunities gave them more consistent and more effective strategies to teach specific reading skills in small groups. It allowed staff to effectively use the components of the new reading adoption, ensuring that all staff has the essential strategies to incorporate and manage all aspects of a balanced reading program with an end result in increased student reading achievement.

ESD 105 - Yakima

The ESD 105 In-service Committee reviewed and approved the plan for soliciting and selecting model/grant programs during the 2003-06 school years. While all programs serve specific needs and are deemed to be effective for their intended purpose, the attached circular describes the Regional Science Education Project which has emerged as a regional priority for our schools.

Attachment A: ESD 105 Secondary Science Program

ESD 112 - Vancouver

These grants have been identified as exemplary:

Beginning the School Improvement Planning Process

Washougal School District

Cape Horn-Skye Elementary/Canyon Creek Middle School

This project focused on learning and understanding the nine characteristics of highly successful schools and where our schools are in achieving these: they looked at the data to understand what it all means; they began using this data to plan for students; they provided an excellent opportunity for our two staffs to begin working together; and they learned the process to update our improvement plan on a yearly basis.

Over the summer break, groups of teachers were meeting to look at best practices in reading, writing and math. At the end of summer they will meet to share and then will begin aligning their curriculum with the Grade Level Expectations (GLEs).

Teacher Field Institute for the Confluence in the Schools

Educational Service District 112

Confluence Project

Participating teachers/schools were to refine their project actions plans so that they could successfully implement *Confluence Project in the Schools* beginning in the fall of 2005. There were five outcomes and sixteen indicators of success established for the Institute. Outcomes included that participants would understand the Lewis and Clark Expedition from a variety of perspectives, including Native American and environmental impact; understand May Lin's artworks and how their school projects align with the larger Confluence Project; make contacts with others who can support the projects including local community leaders; end the Institute with a viable action plan for project implementation; and establish future action benchmarks.

Educational Non-Verbal Yardstick (ENVoY Coaching)

Battle Ground School District

Teachers learn how to be coaches in the strategies of ENVoY with their colleagues. The teachers practice the skills; get feedback from one another, and the instructor. The

coaches practice skills, and improve their use of the skill. This format for training of coaches is extremely effective. It has all the correct components for teachers to learn the skills of coaching. Several of the schools are now focusing on ENVoY as an approach to classroom management. They will continue to have coaches group and mini re-loops for the coaches on their skills and techniques.

Summer Math Institute: Implementing Standards-based Mathematics K-8
LaCenter School District (24 districts/schools participated)

Small and large district teachers gathered to become more effective at increasing student access to alternatives in math education with emphasis on motivating students. Participants engaged in grade level appropriate curriculum experiences. Offered as part of an overall effort to assist schools in improving achievement for the underrepresented and underserved in science and mathematics; this curriculum prepares students for the real life applications of mathematical concepts.

ESD 113-Olympia

These grants have been identified as exemplary programs because they use one or more of the principles of effective professional development in the design. These principles include:

1. Consortium grants that not only combine resources, but also address the needs of remote, small school districts, who are often cut off from exchanging ideas with their teaching peer group, by bringing them together in this collegial professional development setting.
2. Book study, a model using job-embedded professional development, enables teachers to work on solutions to problems most relevant to their specific teaching needs.
3. Mentoring training in the classroom uses a model of demonstrating new skills by an expert, teachers practicing the new skill by the expert, and concluding with feedback from the expert. This model builds in the opportunity of transfer of new learning in the classroom.

Enhancing Assessment and Evaluation Services for Young Children in Grays Harbor County

Consortium Grant – Aberdeen, Ocosta, Montesano, Elma, Lake Quinault, Taholah Early Childhood Education Programs; Contact Mary Perkins – ESD 113

Description – Training will focus on research-based practices in assessment and evaluation; training on the Mullen Scales, Bayley Scales of Infant Development, on the Ages and Stages Screening Instrument, on the MacArthur-Bates Communicative Inventories, and on linking assessments to outcomes and services.

Grant Amount: \$8,000.00

Professional Book Study Groups: 1. Cooperative Discipline by Linda Albert; 2. Mathematics Assessment: Myths, Models, Good Questions and Practical Suggestions; 3. Organizing and Managing the Language Arts Block by Lesley Mandel Morrow; 4.

Classroom Instruction the Works by Robert Marzano North Thurston – Lydia Hawk Elementary; Contact Paula Quinn and Gayle MarChun.

Description:

Training consists of four study groups lead by four facilitators over a three month period. Expectations of all participants are: 1) utilize a weekly strategy introduced in the professional literature; 2) actively participate in demonstration lessons and peer coaching; and 3) keep a reading journal of the assigned readings.

Grant Amount: \$1,000.00.

Teaching Writing to All Students

Raymond SD – Elementary School; Contact: Joan Leach

Description:

This is a mentoring training in the classroom, which includes demonstration lessons using Step Up To Writing; followed by teacher observations and feedback.

Grant Amount: \$1,000.00

Olympic ESD 114-Bremerton

Scholarships funded by the Teacher Inservice program help support the following Olympic ESD Exemplary Programs:

From Research to Results: Closing the Achievement Gap

A two-day conference featuring national presenters, and keynote by Chauncey Veatch, 2002 National Teacher of the Year.

Join national experts to expand your knowledge and understanding of successful, proven techniques to close the Achievement Gap. Teachers will come away with practical tools and applications for the classroom. District leadership will come away with roadmaps for systemic change.

All participants will leave the conference with strategies and inspiration to start the school year.

Attachment B: Closing the Achievement Gap Brochure

Puget Sound ESD 121-Burien

Two exemplary programs PSESD provided with the help of these funds included an elementary and secondary conference for teachers and administrators throughout our region (approximately 500 educators benefited from these conferences).

Secondary Model Schools Conference

Puget Sound ESD was delighted to offer middle and high school educators the opportunity to attend the 1st annual Secondary Model Schools Conference in Washington State. In partnership with the International Center for Leadership in Education, this three-day conference showcased a diverse group of model secondary schools from across the US. Practitioners from model school teams shared a wide variety of successful approaches and proven methods used to increase achievement.

Dr. Willard Daggett presented a variety of keynote sessions and facilitated panel discussions where participants had an opportunity to have their questions answered and hear from teachers and administrators in the field. His sessions featured Preparing Students for a Changing World, Successful Schools – What Makes them Work, technology in our Changing Workplace, and Rigor and Relevance.

The Ready, Set, Goals: 1-4 Conference celebrated Ten Years of Making a Difference in Classrooms across Washington State.

This three-day conference for K-6 educators focused on the practical implementation and assessment of the Washington State Learning Goals using nationally recognized teachers and educational leaders. This year's conference featured keynote addresses by Dr. Willard Daggett, of the International Center for Leadership in Education and Debbie Miller, author of *Reading for Meaning*. In addition, there were several outstanding breakout sessions presented by some of the top educators in our state, and several in-depth sessions offered by Debbie Miller.

Breakout topics included reading in the content areas, comprehension strategies, differentiating instruction, communicating & problem-solving in math, working with special needs students, classroom management, understanding the culture of poverty, classroom-based assessments, science and literacy, building resilient students, arts in the classroom, ELL instructional strategies, technology integration and more.

ESD 123 - Pasco

ESD 123 generates a small amount of certification fees and these funds are used to fund part of the salary of the certification specialist. She assists candidates that may have visited a website (OSPI or ESD), or have been in contact with a school district and referred to her.

On initial contact she provides the candidate with information regarding the requirements, and process of the certification procedure. She lets them know they can complete their application electronically or a PDF file. If they so choose, she will send them an application along with fingerprint cards. She answers any questions they have at the time of initial contact and gives them her direct phone number and e-mail address to use if they have further questions. They will usually mail the application to her at which time if fingerprints have cleared she will issue a temporary permit, if applicable. If fingerprints have not cleared she holds on to the application until there is clearance and she can issue the permit. She periodically sends e-mails to remind them if there is pending information

missing from their application. Teachers stay in contact with her via phone or e-mail to inquire about their certificate numbers, expiration dates, clock hours, updating lapsed certificates, endorsements, etc. She provides a contact for candidates and school districts.

North Central ESD 171 - Wenatchee

2005 Best Practices in Professional Learning Communities:

The 2005 Summit brings the ideas and recommendations of many of North America's educational leaders into one resource for educators working to help their students achieve at ever-higher levels. Each topic contributes to a sound conceptual framework and specific, practical strategies for developing professional learning communities. The summit's educational leaders have found common ground in expressing their belief in both the desirability and the power of professional learning communities. The Summit provides valuable tools, insights, and strategies for moving forward with school improvement efforts.

The North Central ESD provided eleven school districts with a \$1,000 scholarship to attend this summit for a total of \$11,000.00.

21 Keys for High Performance Teaching and Learning

One of the most commanding tools available to education professionals in the Pacific Institute's latest offering to the field of education 21 Keys for High Performance Teaching and Learning. With its foundation in the cognitive sciences, 21 Keys bring you the most current knowledge in the field of "mental technology." With this understanding, a world of possibilities opens up for you and your students. You discover strategies that remove barriers to learning, allowing students to:

- Increase their own belief in their ability to learn
- Elevate their persistence in completing tasks
- Heighten their eagerness to learn
- Improve communication with parents and peers

The North Central ESD provided \$5,676.00 towards this training in the 2004-05 school year.

The North Central ESD is carrying over \$21,369.00 which they plan to use to sustain the Professional Learning Communities and 21 Keys initiatives they started last year.

Northwest ESD 189 - Mount Vernon

Inservice/staff Development

Due to the declining revenue and an increase in the number of applicants and dollar amounts requested, the NWESD 189 Professional Development Coordinating Council (PDCC) explored alternative options for use of the inservice funds at its February 5, 2004,

meeting. The goal was to establish a distribution system that would effectively reduce some of the costs related to school improvement planning.

As documented in the March 12, 2004, Superintendent Advisory Committee (SAC) minutes, the PDCC recommended that the professional development revenue generated by certification fees be used to defray the cost to member districts for school improvement and research costs associated with the SIPTAP and Study Team processes. The SAC unanimously approved the recommendation.

NWESD developed Study Teams in response to requests from districts and schools for support in the research phase of school improvement planning. The study team process provides access to effective practice resources and in-depth data review for participating schools. Facilitation is provided by contracted coaches with extensive knowledge and experience. Plus: delta evaluations are completed for each session with summarized results on file.

Prior to the 2004-05 school year, districts were charged \$600 per day for Study Team participation. This fee was used to offset NWESD 189 expenditures for coaches, resources, and instructional materials. With the inservice funding this year, the cost to districts has been decreased to \$300 per day. The majority of the funds were used to contract services for four Study Team coaches (Robert Estes, Richard Little, Pamela Terhorst, and Jack Thompson) with a smaller portion used to purchase and/or print resources. A listing of resources (mathematics, writing, reading, and foundational articles) developed for Study Team use is attached.

Attachment C: Northwest ESD 189 listing of resources

CONCLUSION

WAC 180-79A-131 provides for certification fees to be distributed amongst educators to improve educator preparation programs and to provide inservice at the district level. This certification fund makes it possible to use "in-the-trenches" educators as a resource to review programs and advise college/universities regarding educator certification preparation programs. Funds are also used by school districts to provide training for certified educators. Fifty-seven PEABs, five SBE committees, and nine ESDs address professional development that is different from one another and yet each approach meets the educational training needs of a diverse population throughout the State of Washington.

Exhibit A
ESD Use of Certification Fees Analysis
(Fiscal Year July 1, 2004 through June 30, 2005)

ESD	Balance Forward	Fees Collected	Reallocated Funds	Expenditure/Encumbered Funds	Balance	Member Responsibilities	Comments	Exemplary Programs
101	\$10,922.41	\$36,679.01	\$108,418.52	\$136,196.17	\$19,823.77	Membership is complete	<ul style="list-style-type: none"> ◆ Excellent accounting spreadsheet of grant expenditures and encumbrances ◆ 14 mini grants funded 04-05 ◆ 12 inservice grants awarded 	Four exemplary programs were described
105	\$60,772.66	\$17,708.07	0	\$31,194.093	\$47,285.80	Membership is OK, ESA and Senior High teacher positions open	<ul style="list-style-type: none"> ◆ Additional two-year support for the ESD 105 Regional Science Education Project. Attachment A ◆ In-service and professional development offered by ESD staff ◆ In-service pre-approved by the ESD Asst. Superintendent for educational programs on behalf of the in-service committee and as prescribed in the WAC 	One exemplary program was identified: Secondary Science Program
112	\$33,219.16	\$26,145.92	\$11,138.76	\$51,176.56	\$19,327.28	Membership is OK, Senior High Teacher and College/University positions are open	<ul style="list-style-type: none"> ◆ 12 grants were awarded 	Four exemplary grants were described
113	\$19,263.00	\$41,095.00	\$14,324.00	\$30,771.00	\$43,911.00	Membership is complete Includes PDC, Clockhour Approval, and Inservice Grants	<ul style="list-style-type: none"> ◆ Excellent accounting spreadsheet of grant expenditures and encumbrances ◆ Authorized 23 grants 	Three exemplary programs were described
114	\$3,831.68	\$11,812.03	0	\$12,150.50	\$3493.21	Membership is OK	<ul style="list-style-type: none"> ◆ Funds paid for teacher scholarships during the year for Educators to attend ESD programs on Closing the Achievement Gap, What Worked in Schools. Attachment B 	Thirteen exemplary programs identified: Attachment B

ESD Use of Certification Fees Analysis continued
(Fiscal Year July 1, 2004 through June 30, 2005)

ESD	Balance Forward	Fees Collected	Reallocated Funds	Expenditure/Encumbered Funds	Balance	Member Responsibilities	Comments	Exemplary Programs
121	\$78,229.41	\$77,739.59	0	\$80,438.56	\$75,530.44	Membership is OK, they are seeking an ESA rep and secondary rep	<ul style="list-style-type: none"> ◆ PSED is offering on-line classes for continuing education ◆ PSED has a new registration management system, clock hours will be added to the system ◆ The Collaborative Analysis of Student Learning (CASL) program develops schools as professional learning communities, and include coaching support and mentor professional development 	Two exemplary programs were described
123	\$11,874.00	\$12,848.00	0	\$7,573.00	\$17,146.00	Need J.H. and a principal Representative.	<ul style="list-style-type: none"> ◆ Cert funds were used for part of the certification specialist salary 	No programs were funded. Educators were assisted on a one-to-one basis.
171	\$31,309.32	\$6,736.50	0	\$16,676.06	\$21,369.76	Need Principal, ESA, Private School, Elementary, Junior High and Senior High Teacher representatives	<ul style="list-style-type: none"> ◆ NCESD has carried forward \$21,369.00 which they plan to use to sustain the Professional Learning Communities and 21 Keys initiatives they started last year. 	Two exemplary programs were described.
189	\$40,180.37	\$43,954.00	\$84,134.37	\$37,835.43	\$46,298.94	Need College/University, ESA, Private School, Junior and Senior High Teacher representatives	<ul style="list-style-type: none"> ◆ Cert funds were used to defray the cost to member districts for school improvement and research costs associated with SIPTAP and study team ◆ Contracted Services for Study Team Coaches ◆ Purchased books and instructional materials 	Established a distribution system to reduce some of the costs related to school improvement planning



ESD105 Secondary Science Program

In the current setting of science education exciting research has shown how students learn and national and state school systems have defined what our children need to know and be able to do in science when they leave the K-12 system. As a result it is imperative that students are engaged in high quality inquiry science experiences throughout their K-12 years.

A major shift in science education has taken place in this nation. Historically, the primary and still important goal of producing quality scientists and engineers has been a priority. Added to this is a major focus for creating a science literate citizenry. The response from the science education community in this state has been to create a system that assures that ALL students have the opportunity to succeed in science. To do this, teachers are implementing nationally developed, research based reform instructional materials and learning to implement these with expertise.

During the past two years, over 90 secondary science teachers in south central Washington have been involved in a region wide pilot and evaluation of secondary science instructional materials. They gained the knowledge to effectively design their district curriculum programs (scope and sequence) using the nationally developed materials. Teachers learned to use science notebooks effectively; engaged in sessions about learning theory; and had the opportunity to work with state secondary science leaders to better understand the science WASL and Grade Level Expectations. The goal of this two year effort has been to impact the level of success of ALL students in meeting state science standards, This not only opens the doors for personally, economic, and responsible lives, but to participate thoughtfully as competent citizens in building and protecting a viable nation. Our future citizens dearly need to be science and technology literate to develop effective solutions to global and local problems.

During the 2003-2004 teachers participated in workshops designed to help them understand inquiry-centered science instruction. At the end of the school year teachers selected a unit to pilot for the following year.

At least 47 teachers from ten school districts and one private school piloted 25 different Secondary Science units (STC/MS and FOSS plus a few other publishers) during the 2004-2005 school year.

Regional Science Education Project



What is the Regional Science Education Project?

A unique hands-on, inquiry-centered science education program for Kindergarten to middle school students has been developed and implemented by school districts in South Central Washington. In this collaborative and cost effective program, students learn science by *doing* science, not just reading about it. Using curriculum aligned with Washington State and National Science Education Standards, and hands-on science kits containing all the necessary equipment and materials for their classroom, trained teachers are leading their students to acquire scientific knowledge and understanding as a central aspect of their education - just as science is a central aspect of today's world.

The Vision of the Regional Science Education Project in South Central Washington is to:

- Enable all our students in our region to attain world-class levels in science, and eliminate academic performance gaps among gender, ethnic and socio-economic groups.
- Prepare students for their adult roles of living, learning and working in a society increasingly shaped by science and the technology-driven economy of the 21st century.



Why Teach Science This Way?

Inquiry-centered science is based on research that confirms children learn best by doing. Students in this project are challenged to study science the same way scientists do: by reviewing their knowledge, making and testing predictions, observing, recording and sharing test results. Science literacy means more than understanding scientific concepts - it also means having critical thinking skills needed to evaluate information and make important decisions in both public and private life.



The Need

- Research shows that U.S. students do not compete well with their peers throughout the developed world in science and technology. The result: employers are importing technology talent from abroad at increasing rates to fill their employment openings.
- The Regional Science Education Project has the potential to break the cycle of poverty in our area, open and challenge the minds of bright and deserving students in poverty-stricken communities - and help them be competitive in tomorrow's workforce which demands technical, science, and problem solving skills.
- According to the U.S. Department of Labor, jobs in the health sciences and computer industries requiring science and mathematics skills will increase by 5.6 million by 2008.

A snap shot of challenges students face in our rural, remote, and agricultural-based region . . .

- More than 64% of all students enrolled in our area schools receive free and/or reduced school lunches - a common indicator of poverty.
- OSPI, 2003
- Low wage occupations make up over 50% of total employment in our region.
- Washington State Employment Security, 2002 Yakima County Profile
- Of 58,000 students in our service area, a majority are historically underserved student populations with over 50% being Hispanic and 5.3% being Native American.
- OSPI, 2003
- 62% of children 17 years old and younger receive public medical assistance.
- DSHS, September 2001 Yakima County Statistics

Where we're going . . . next page

ESD 105
Educational Service District
23 S. Second Ave., Yakima, WA 98902
www.esd105.wednet.edu
509-575-2885

Contact:
Jane Guffing, Superintendent, or
Ian Grabenhorst,
Asst. Superintendent

Plant a Seed and Watch Us Grow!

Through relationship building with rural and remote school districts, pooling our limited material resources, and working collectively and efficiently to train teachers, a national caliber science education project has been created - the **Regional Science Education Project**. We have made great progress, but we can not continue to sustain and expand this work for our students without additional resources . . .

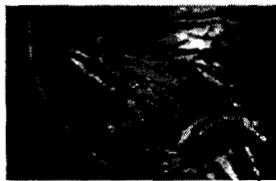


By pooling resources, sharing science kits and teacher training costs, participating school districts have collectively saved over \$500,000.

THE FUTURE
 We will also need to reach all 58,000 students in our region and provide all science teachers with the training they need to effectively use hands-on science materials.

Hop Aboard . . .

What it will cost to implement 19 science units in all K-6 classrooms?



Approximately \$1 million

We need you to help our students succeed!

For us to reach our goals, we invite partners to support the Regional Science Education Project now and in the future. Contact us about how you can get involved and support this effort.

Join Us! Become a Partner . . .
Provide Dollars to:

- Train more teachers faster, so all students have the opportunity for hands-on science learning.
- Build a network of master science teachers that can assist every school in fully implementing inquiry-based science.
- Purchase and refurbish science kits. Your initial investment in kits will be used time and time again and be used by teachers throughout the region.
- Keep our program coordinated and cost efficient.

Other Creative Ways to Sustain the Effort - Donate:

- time to refurbish investigation kits
- disposable materials used for investigation kits
- storage or warehouse space for kits and materials
- professional expertise in the earth, life or physical science content areas
- a van or large vehicle to transport kits to participating schools throughout our region

Contacts at Educational Service District 105:
 Jane Guffing, Superintendent
 jneg@esd105.wednet.edu
 509-575-2885

Ian Grabenhorst, Asst. Superintendent
 iang@esd105.wednet.edu
 509-575-2885

Partner School Districts and Private Schools So Far . . . Join Us!

Cle Elum/Roslyn
 East Valley
 Easton
 Ellensburg
 Grandview

Highland
 Mabton
 Mt. Adams
 Prosser
 Selah

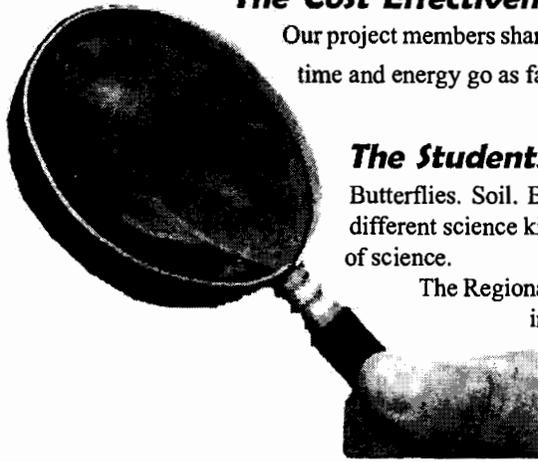
Sunnyside
 Toppenish
 Union Gap
 Wahluke
 West Valley

Yakima
 St. Paul Cathedral School
 St. Joseph Marquette School
 La Salle High School
 Educational Service District 105

Investigate How it All Works . . .

The Cost Effectiveness of Partnerships . . .

Our project members share science materials and training resources to make financial resources, time and energy go as far as possible.



The Students . . .

Butterflies. Soil. Batteries. Vinegar and baking soda. Real life materials are used in 19 different science kits to teach students to solve real life problems and discover the wonders of science.

The Regional Science Education Project relies heavily on science investigations (experiments). This science curricula is supported by the National Science Foundation and is based on research that shows children learn science best through concrete experiences. Unit activities are designed to accomodate a variety of learning styles and appeal to students from diverse cultural backgrounds.

Students work independently as well as cooperatively to do investigations, just as real scientists do. They ask questions, make and test predictions, record, reflect on and share their findings. Students are excited about learning this way. Higher achievement scores in science, reading, writing, and math have all been demonstrated by students exposed to hands-on learning compared to traditional textbook instruction.

The Teachers . . .

A key component of the Regional Science Education Project is to provide initial and ongoing professional development training to teachers in 19 different physical science, earth science and life science modules.

With so many teachers to train in these various modules, the Project has applied a cost effective system to provide approximately **162 hours of professional development** designed to deepen teachers' science content understanding so they can effectively lead inquiry-centered learning.

- Teachers use a curriculum adopted by districts region-wide and supported by the National Science Foundation.
- By different school districts joining together, we offer more training sessions on different topics, train more teachers during each training session, and cross-train teachers from a variety of districts.
- Master Trainers for each grade level unit are being developed to sustain future training needs.
- Increased knowledge teachers gain through these trainings can be applied to other core areas such as reading and writing.



The result is a larger number of teachers trained in more science topics and more students achieving science literacy.

The Resources . . .

Each science kit supports a classroom of 30 students and contains all the materials and equipment for a particular module. Each classroom/grade level uses three kits per year in a sequenced, coordinated rotation.

We:

- pool together kits owned by districts and now share them region-wide.
- jointly purchase new science kits to be used by all members.
- purchase expendable materials in bulk.
- share one storeroom and distribution facility for kits and materials. Streamlined ordering, shipping, and inventory management from this centralized facility means school districts aren't having to individually replicate these functions.
- provide expert staff to plan trainings and offer program support for all members, so districts don't need to hire their own coordinators.



Contact:

Jane Guffing, Superintendent
janeg@esd105.wednet.edu

Ian Grabenhorst, Assistant Superintendent
iang@esd105.wednet.edu

509-575-2885
www.esd105.wednet.edu

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Inservice Committee Annual Report 2004-2005 Exemplary Programs

Scholarships funded by the Teacher Inservice program help support the following Olympic ESD Exemplary Programs:

From Research to Results: Closing the Achievement Gap

A two-day conference featuring national presenters, and keynote by Chauncey Veatch, 2002 National Teacher of the Year.

Join national experts to expand your knowledge and understanding of successful, proven techniques to close the Achievement Gap. Teachers will come away with practical tools and applications for the classroom. District leadership will come away with roadmaps for systemic change.

All participants will leave the conference with strategies and inspiration to start the school year

Please see attached registration packet for presenter information and session descriptions.

What Works In Schools

Presented by Bob Marzano

Schools that have used research data to make decisions are following a course that has long been recommended in the worlds of medicine, business, and education. Recent policy mandates from the federal government are placing even more emphasis on using research-based evidence to guide educational practices. In this training, Dr. Marzano will help us understand "What Works in Schools".

Introduction to Thinking Maps

Presented by Christie Christman

(Certified trainers, who received the training through the Olympic ESD Sponsored "Thinking Maps Trainer of Trainers" by Adrienne Battistone)

This is a workshop for teachers who are interested in increasing their students' ability to structure knowledge and organize information in ways that bring clarity to learning. Thinking Maps are a set of graphic organizers based on the eight basic thinking processes. They are used to raise student thinking to higher levels in all content areas. Teachers participating in the workshop develop skills in using Thinking Maps in their content areas at their grade levels. They also address the connection between Thinking Maps and the Washington State Benchmarks.

CHAMPs

Presented by Jerry Neyenhouse and Dr. Mary Fischer

Do you stay up nights asking yourself, "What AM I going to do with this student?" Does it seem like nothing motivates or captures his interest? Are there a number of students in your classroom whose behaviors prevent you from teaching as effectively as you would like? Have you tried several interventions in your classroom and nothing seems to work? Do you spend time in your team meetings disagreeing over whether a particular intervention is working? If you are looking for classroom strategies that work, then this is the class for you! Developed by Randy Sprick, Mickey Garrison and Lisa Howard, CHAMPs is a classroom-based approach to behavior intervention. The course content is divided into separate classes which can either be taken as a stand-alone class or as a series.

CHAMPS I - CLASSROOM BEHAVIOR

In this first class, you will learn strategies for a) organizing your classrooms, b) establishing clear behavioral expectations for classroom activities and transitions, and c) implementing your plans in the first month of school that result in minimizing the time needed to deal with classroom disruptions and maximizing the time available for academic instruction and learning.

CHAMPS II – CLASSROOM PROCEDURES THAT WORK

The second class in the three part CHAMPs series focuses on motivating students to engage in learning, gives you tools for evaluating the effectiveness of your classroom-based interventions and provides insight into how you can revise your program when it is not working. Special considerations for students with mild disabilities, especially behavioral disabilities, will be included.

CHAMPS III – MOTIVATING THE *WHOLE* CLASS

This third and final of the three classes will provide you with concrete strategies for correcting students' misbehavior. It will assist you in determining if your class is in need of high, medium, or low structure and give you ideas for class-wide motivation systems that correspond to the type of structure your class needs.

Child Abuse Issues for Educators

Presented by Mona Johnson

Consistent with WAC 180-78-165, this workshop will address the identification of physical, emotional, sexual and substance abuse; provide information on the impact of abuse on the behavior and learning abilities of students; discuss the responsibilities of a teacher to report abuse or provide assistance to students who are victims of abuse and identify methods for teaching students about prevention of abuse of all types.

Step Up to Writing

Help all your students to meet and exceed writing expectations!

Presented by Kim Marcum

Improve the writing skills of all your students – regardless of ability level – with these multi-sensory, classroom-proven teaching strategies and student writing activities. Used with great success by thousands of teachers, these strategies are collected for the first time in this easy-to-use program. With *Step Up to Writing*, you can:

- Teach your students to write clear, organized paragraphs, reports, and essays
- Raise overall writing assessment scores
- Enable your students to complete assignments
- Prepare your students for real world writing

With *Step Up to Writing*, 2nd Edition, you will benefit from new features that facilitate easy implementation including:

- Scoring rubrics
 - Sequencing of skills for writing strategies
 - Topics for writing prompts
-

How to Teach Math and Problem Solving Skills Through Writing

Presented by Brian Harpel

Workshop attendees will learn clear ideas for teaching students to problem solve and to write explanations to their math answers. Students will benefit from having clear instructions and expectations as to what constitutes a good explanation of one's thinking process. Attendees will understand the importance of a graduated word problem sequence. These are skills that will increase WASL math scores.

Working with Students with Special Health Care Needs

Presented by Marlene Edwards, Maria White, Theresa Rothweiler, Wendy Jones

This class will emphasize building a knowledge base about children with special health issues and the legal implications of working with them in schools. The course will include information on professional responsibility, personal care support, individual plans, family support, paraeducator support, and safety.

Lifting, Carrying, Transferring and Positioning of Students with Physical Disabilities & Special Health Care Needs

Marlene Edwards, Leanne Brooling, Diana Padovich, Mary Anne Cleveland, and Mary Whitwell

This course teaches the application of the principles of lifting, carrying, transferring, and positioning with a focus on the safety and health of both the Paraeducator/Teacher and the Student. Participants will be provided an opportunity for practice with experienced team members in order to develop proficiency in these areas. Instruction will be presented in specific techniques for lifting and handling, as well as transfer techniques for moving a student from a wheelchair to a standing position, to a changing table and to the floor. The participant will learn through instruction, demonstration, and practice how to correctly position a student in lying, sitting, and standing positions using adaptive equipment. The emphasis will be on using positioning to maintain health, range of motion, mobility, function, and communication.

Tough Kids Cool Counseling

Presented by Sue Renes

This workshop is designed to provide participants with practical, user friendly and innovative techniques to engage resistant youth in establishing a positive counseling relationship. The workshop is based on the book, Tough Kids, Cool Counseling by John Summers Flanagan, Ph.D. and Rita Summers Flanagan, Ph.D. Proven effective strategies related to building rapport, empathy, behavioral, cognitive and interpersonal change, communication and reframing confrontation will be explored.

What Kids Need to Succeed

Presented by Gay Neal and Dr. Mary Fischer

Participants will learn about the 40 developmental assets that promote positive youth development and review Search Institute's research using 100,000 youth subjects that indicate assets help protect children from risk taking behavior including the use of alcohol, tobacco, marijuana, and other drugs, as well as reducing antisocial behavior and youth violence. Research consistently shows that the more assets young people have the more likely they are to do well in school and have a positive outlook on their future. Participants will learn strategies to build both "external" assets such as positive relationships in families, friendship groups, schools and the community, as well as the "internal" assets reflecting a child's personal convictions, values and attitudes. In addition, participants are required to develop an action plan for implementing an asset-based approach in their classrooms their homes and/or their organizations.

Nine Essential Skills for the Love and Logic Classroom

Do you ever wish you could spend less instructional time on discipline problems?

Love and Logic is a philosophy of teaching children which allows teachers to be happier, empowered and more skilled in their interactions with children. Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts teachers back in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences. This professional development program gives you the classroom management skills you have been looking for!

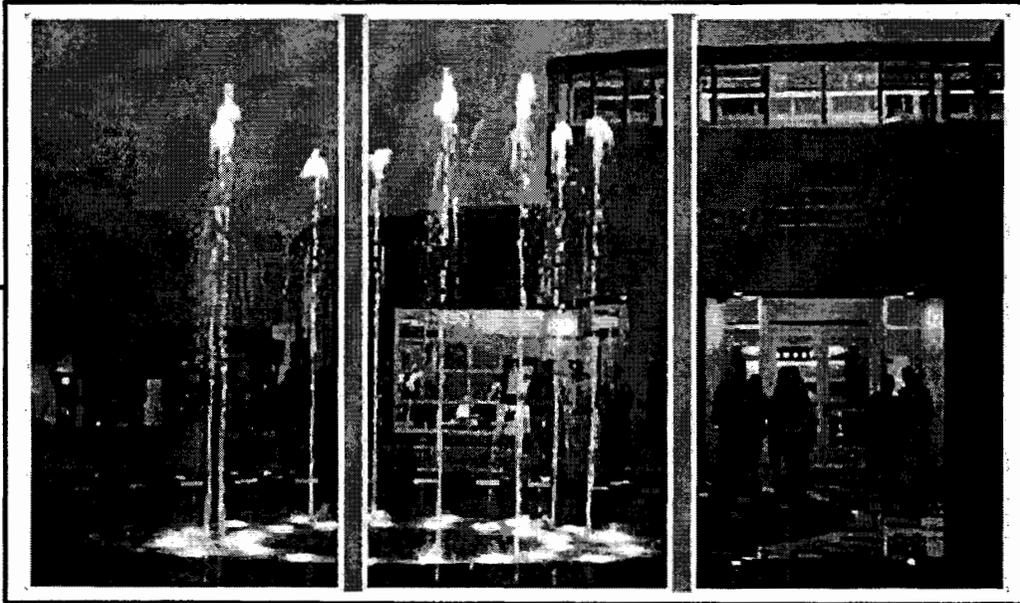
The TEACHERLINE program

Olympic ESD 114 is pleased to continue its collaboration with PBS TeacherLine in providing a unique model of online professional development for teachers across the region.

TeacherLine courses are facilitated, online mini-courses that explore pedagogical issues in math, reading and technology integration. Courses are designed to meet the standards of the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). Through online discussions with other teachers, streaming video, slides, animation simulations, and applets, the courses allow educators to experience interactive learning and discover new approaches and techniques. Module assignments encourage teachers to implement what they learn, as they learn it, merging theory with real-life scenarios.

A hallmark of TeacherLine courses is bringing teachers together as a professional learning community. Teachers collaborate online to learn the strategies that exemplary educators use in their own classrooms to promote increased student achievement. Participants engage in activities and online discussions to translate the research into practice in their own classrooms. Top educators facilitate courses and are trained to build strong online communities. Participants discuss teaching strategies, student misconceptions, and other current issues in their fields. Teachers learn not only from their facilitators but from each other.

For more information on PBS TeacherLine go to www.oesd.wednet.edu/teacherline



From Research to Results: Closing the Achievement Gap

August 16 & 17, 2005

Kitsap Conference Center

100 Washington Ave.
Bremerton, WA 98337

Sponsored by Olympic Educational Service District
And
Sopris West Educational Services



From Research to Results: Closing the Achievement Gap

Conference Registration Form

Please return registration form with check or P.O. to:
 OESD 114 (Attn: Professional Development) - 105 National Ave. N., Bremerton, WA 98312
 For registration information, call the Registrar at 360-405-5801 or email registrar@oesd.wednet.edu

Name _____ <small>PLEASE PRINT CLEARLY IN DARK INK</small>	Position: <u>Administrator</u> <u>Certificated</u> <u>Classified</u> <u>Paraeducator.</u> <small>PLEASE CIRCLE APPROPRIATE CATEGORY</small>
Home Address _____	Building _____ Grade Level _____
City/Zip _____	District/Organization _____
Home Phone _____	Work Phone _____
FAX # _____	E-mail address _____

95718
August 16, 2005 only

Early Bird Registration Fee
\$155
 Includes continental breakfast, lunch
 and social

Registration Fee after June 15, 2005
\$180

95719
August 17, 2005 only

Early Bird Registration Fee
\$155
 Includes continental breakfast
 and lunch.

Registration Fee after June 15, 2005
\$180

95720
August 16 & 17, 2005

Early Bird Registration Fee
\$290
 Includes continental breakfast and lunch
 on both days, and the
 Day 1 evening social

Registration Fee after June 15, 2005
\$320

Method of Payment: Check # _____ Purchase Order # _____ Total Enclosed \$ _____

Cancellation Fee – If the participant cancels their registration after the **registration deadline of July 15, 2005**, there is a \$100 cancellation fee for a one-day registration, and a \$200 cancellation fee for a two-day registration.

Day 1 Sessions

Check (✓) each session you wish to attend.

10:00 am – 4:30 pm (all day)

- 1. Dynamic and Effective Strategies (K-6)
- 2. Dynamic and Effective Strategies (7-12)

10:00 am – 4:30 pm Day 1

- 3. Strategies for Early Childhood (two-day training)

1:00 pm – 4:30 pm (PM only)

- 4. System Wide Change - Leadership

4:30 pm – 6:45 pm

- Social with special guests
 Chauncey Veatch and Mark Jewell

Day 2 Sessions

Check (✓) each session you wish to attend.

9:30 am – 12:15 pm (AM only)

- 5. Increasing Reading Achievement (K-6)
- 6. Students with Emotional/Behavioral (7-12)
- 7. Classroom Assessment (K-8)

9:30 am – 4:00 pm (all day)

- 8. Three Tier Model (K-3)
- 3. Continuation of "Strategies for Early Childhood"
 (two-day training)

1:15 pm – 4:00 pm (PM only)

- 9. Second Chance Opportunities (7-12)
- 10. Students with Emotional/Behavioral (K-6)
- 11. Increasing Mathematical Understanding (7-12)

- Please complete one form per person. Duplicate as necessary. (SORRY, NO TELEPHONE OR EMAIL REGISTRATIONS.)
- Register early to ensure your spot at the conference.
- Send check or purchase order with completed registration form.
- Make checks payable to OESD 114.
- FAXed P.O.'s will be accepted if complete, approved, and accompanied by a registration form for each person registering on the purchase order.
- See www.oesd.wednet.edu for information on registering on-line and the option of paying registration fees by Visa or Mastercard.

- Clock hours are available for \$2 per clock hour. Payment and registration information for clock hours will be available at the conference. **DO NOT SEND PAYMENT FOR CLOCK HOURS WITH YOUR CONFERENCE REGISTRATION.**
- Participants will receive written confirmation of their registration. If not received within 10 days of registering, please call registrar.
- **Cancellation Fee – If the participant cancels their registration after the registration deadline of July 15, 2005, there is a \$100 cancellation fee for a one-day registration, and a \$200 cancellation fee for a two-day registration.**

From Research to Results: Closing the Achievement Gap Day Two – August 17, 2005

Time	Presentation	Presenter	Audience	Room
7:30 am – 8:00 am	Registration – With Continental Breakfast (Provided)			
8:00 am to 9:00 am	Keynote - Chauncey Veatch - "We Can Make a Difference for Every Child"			
9:00 am to 9:30 am	Break to Set-up Individual Rooms			
9:30 am to 12:15 pm (15 minute break at the discretion of the presenter)	5. Increasing Reading Achievement for Diverse and Struggling Learners: The Essential Elements of an Effective Program	Jo Robinson	Elementary and Intermediate Levels	A
	6. Students with Emotional and Behavioral Problems: Options for the Secondary Classroom Teacher	Kathleen Beaudoin	Middle School and Secondary Levels	B
	7. Classroom Assessment for Student Learning – An Orientation Workshop	Heather Knight	Elementary, Intermediate and Middle School Levels	C
	8. Implementing the Three Tier Reading Model (continues in afternoon)	Jeanie Wamzek	Primary (K-3) Levels	D
	3. Strategies for Early Childhood (continued from previous day – this is a two-day workshop)	Lucy Hart Paulson	Early Childhood Levels	Small Room
12:15 pm to 1:15 pm	Buffet Lunch (Provided)			
1:15 pm to 4:00 pm (15 minute break at the discretion of the presenter)	9. "Second Chance Opportunities to Learn" The Accelerated Learning Program	Mark Jewell	Middle School and Secondary Levels	A
	10. Students with Emotional and Behavioral Problems: Options for the Elementary Classroom Teacher	Kathleen Beaudoin	Elementary and Intermediate Levels	B
	11. Increasing Mathematical Understanding through Literacy - Featuring Step Up to Writing Strategies	Debbie Vallette	Middle School and Secondary Levels	C
	8. Implementing the Three Tier Reading Model (continued from morning)	Jeanie Wamzek	Primary (K-3) Levels	D
	3. Strategies for Early Childhood (continued from morning – this is a two-day course)	Lucy Hart Paulson	Early Childhood Levels	E

"I touch the future. I teach." - Christa McAuliffe

From Research to Results: Closing the Achievement Gap

Day One – August 16, 2005

Time	Presentation	Presenter	Audience	Room
9:00 am – 10:00 am	Registration – With Continental Breakfast (Provided)			
All day workshop sessions 10:00 am to 12:00 pm	1. "The Achievement Gap Can Be Closed": Dynamic and Effective Strategies for Teacher Leaders and Coaches	Jo Robinson	Elementary and Intermediate Principals, Vice Principals, Coaches, Teacher Leaders, Counselors	A
	2. "The Achievement Gap Can Be Closed": Dynamic and Effective Strategies for Teacher Leaders and Coaches	Margery Ginsberg	Middle School and High School Principals, Vice Principals, Coaches and Teacher Leaders	B
	3. Strategies for Early Childhood Teachers, Leaders, Coaches and Administrators to Facilitate the Building of Early Literacy and Language Skills: Providing Foundations to Support Literacy Learning for All Children <i>(This is a 2-day workshop)</i>	Lucy Hart Paulson	Early Childhood/Preschool Directors, Teacher Leaders and Speech and Language Pathologists and Other Support Service Staff, Early Childhood Specialists	Small Room
12:00 pm – 1:00 pm	Buffet Lunch (Provided)			
1:00 pm to 4:30 pm (15 minute break at the discretion of the presenter)	1. "The Achievement Gap Can Be Closed": Dynamic and Effective Strategies for Teacher Leaders and Coaches (continued from morning)	Jo Robinson	Elementary and Intermediate Principals, Vice Principals, Coaches, Teacher Leaders, Counselors	A
	2. "The Achievement Gap Can Be Closed": Dynamic and Effective Strategies for Teacher Leaders and Coaches (continued from morning)	Margery Ginsberg	Middle School and High School Principals, Vice Principals, Coaches and Teacher Leaders	B
	3. Strategies for Early Childhood (continued from morning – this is a two-day course)	Lucy Hart Paulson	Early Childhood/Preschool Directors, Teacher Leaders and Speech Therapists and Other Support Service Staff, Early Childhood Specialists	Small Room
	4. System Wide Change "The Gap Can be Closed"	Mark Jewell	Superintendents, Central Office Administrators, Principals, School Board Members	C
4:30 pm to 6:45 pm	Social with light hors d' oeuvres and no-host bar on the patio, and then in the large ballroom Special guest Q & A with Chauncey Veatch and Mark Jewell			

"Literacy leads to success in school, success in a career, and success in life,"
Chauncey Veatch

Heather Knight, M.Ed.



**7. Classroom Assessment for Student Learning – An Orientation Workshop
Elementary, Intermediate and Middle School (K-8)**

This is a basic assessment literacy workshop designed to introduce the concepts of student involved classroom assessment, and to increase participants' understanding of the principles of assessment. Participants will learn how to use assessments to monitor and plan for instruction, practical ideas for using assessment data to differentiate instruction, the basic principles of student involved classroom assessment, and practical tools and quick processes for formative assessment in the classroom.

Heather Knight is currently serving OESD 114 as the Director of School Improvement and Professional Development. She has classroom experience K-5 and has served as a building level principal. She received her assessment training at the Assessment Training Institute (Rick Stiggins). Heather works with educators, coaching and mentoring teachers.

Jeanne Wanzek, M.Ed.



**8. Implementing the 3-Tier Reading Model
Primary (K-3)**

Effective early reading instruction is essential to ensure that all students have the opportunity to acquire the literacy skills they need. Identifying students who are likely to have reading difficulties and addressing them early prevents students from entering a negative cycle in which they continue to struggle and fall further behind. Once children fall behind in reading, very intensive and expensive reading interventions are often required. Thus, there has been an increasing interest in determining the level of resources needed to prevent reading difficulties and respond to students with reading disabilities. This session will provide implementation guidelines and practical applications of a 3-tiered reading instruction model designed to put response to intervention into practice. An overview of a 3-tier reading instruction model and implementation components for each tier will be provided.

Jeanne Wanzek is a research assistant at the The University of Texas at Austin. She is a former special education teacher and elementary teacher. Currently, she is coordinating research on the 3-Tier Model with K-3 teachers.

Mark Jewell, Ph.D.



**9. "Second Chance Opportunities to Learn" - The Accelerated Learning Program
Middle School and Secondary (7-12)**

Accelerated Learning Program (ALP) classes are designed for students in middle and high school who do not pass state assessments in reading and math. In ALP classes, students develop specific skills in those areas of the state assessments needed to meet state standards. Successful completion of an ALP class increases the likelihood that students will pass gateway examinations and be on a track to earn a high school diploma. This session presents an overview of the instructional strategies utilized in the accelerated learning program and examines preliminary student achievement data, which validate program effectiveness. Further Dr. Jewell will discuss the strategies utilized by the program teachers to mentor students, build student confidence, and persevere in school.

Mark Jewell is the Chief Academic Officer for the Federal Way Public Schools, WA, and has taught students at all levels in public and private schools in the United States and overseas. Dr. Jewell is a speaker, lecturer, and consultant on struggling students and has written extensively on this topic.

**Kathleen Beaudoin
Ph.D.**



**10. Students with Emotional and Behavioral Problems:
Options for the Elementary Classroom Teacher
Elementary and Intermediate (K-6)**

Students with emotional and/or behavioral disorders cause great concern for both general and special education teachers. Estimates of the prevalence of students with emotional and behavioral disorders range from 3 to 6 percent of the student population, with estimates of upwards of 20 percent of general education students displaying considerable levels of problem behaviors. Educators are being asked to respond to an increasingly wide array of challenging behaviors. In this informational session we will examine a variety of problem behaviors as found across classroom settings. A range of best practices regarding environmental, instructional, and behavioral considerations for the classroom teacher will be provided. Realistic and easy to implement strategies will be emphasized. Session attendees will leave with knowledge of a number of effective strategies to encourage appropriate behavior in the classroom.

Kathleen Beaudoin is an assistant professor of education at the University of Washington, Tacoma. She has been a classroom teacher, behavioral consultant, and teacher trainer. Her primary areas of expertise are school-wide and classroom management, and programming for students with severe behavior problems.

Debbie Valette, M.Ed.



**11. Increasing Mathematical Understanding Through Literacy
(Featuring Step Up to Writing Strategies)
Middle School and Secondary (7-12)**

Current research shows that writing and speaking about math can increase a student's comprehension and retention of concepts. Today's math curricula and assessments require students to use more literacy skills, yet many students are unaccustomed to and unprepared for the language demands in math. In this class, teachers will learn specific and practical literacy strategies to help students cope, understand, and succeed in a language-rich math environment. Areas of focus include vocabulary building, questioning, speaking, reading, organizing, and writing.

Debbie Valette has extensive experience working with linguistically and culturally diverse populations. Her company, Literacy Unlimited, is dedicated to helping educators empower students through literacy. As a *Step Up to Writing* presenter, Debbie has conducted numerous workshops across the nation. She is presently completing a book highlighting the relationship between math, written language skills and the language of mathematics. She received her undergraduate degree in Spanish literature and her master's degree in bilingual/ELL education.

Lucy Hart Paulson
M.S., CCC-SLP



**3. Strategies for Early Childhood Teachers, Leaders, Coaches and Administrators
To Facilitate the Building of Early Literacy and Language Skills:
Providing Foundations to Support Literacy Learning for All Children**

Early Childhood and Preschool

Literacy is a complex skill requiring the integration of three important building blocks, including oral language, phonological processing, and print knowledge. This presentation will: describe the powerful connection between language and literacy, developmental sequences, and the literate brain; discuss assessment issues and predictive indicators for literacy development; and share specific strategies and highlighted activities that promote language and literacy development in young children.

Helping young children develop these critical skills can help make the road to reading and writing as successful as possible.

Lucy Hart Paulson is a speech and language pathologist and early literacy specialist with years of experience working with young children and their families. She is a research faculty member in the Division of Educational Research and Service at the University of Montana sharing responsibilities for training, supervising, outreach, and research.

Mark Jewell, Ph.D.



4. System Wide Change - "The Gap Can Be Closed"

Superintendents, Central Office Administrators, Principals, School Board Members

This session provides a case study documenting the efforts of a medium size suburban school district to close the achievement gap. The data shared in this session will emphasize that the achievement gap can be shrunk through concerted efforts of educators at all levels of a school district working together. Dr. Jewell will detail the role central office personnel must play in a comprehensive school improvement plan. Barriers to success, tough decisions and change of the focus of control within the district will be discussed.

Mark Jewell is the Chief Academic Officer for the Federal Way Public Schools, WA, and has taught students at all levels in public and private schools in the United States and overseas. Dr. Jewell is a speaker, lecturer, and consultant on struggling students and has written extensively on this topic.

Jo Robinson, M.A.



**5. Increasing Reading Achievement for Diverse and Struggling Learners: The Essential
Elements of An Effective Program**

Elementary and Intermediate (K-6)

Referencing current research and personal experience from her work with schools across the country, Jo Robinson will provide participants with proven and pragmatic strategies to improve the reading instruction within their classrooms. Participants will learn of teaching practices to address the critical components of a reading program: fluency, comprehension, advanced decoding, and vocabulary. This presentation will provide elementary teachers with knowledge, skills, and strategies to improve their reading instruction for all children and design interventions for struggling readers.

Jo Robinson has worked for over 30 years in the public school system as a teacher, principal, and administrator. Under Jo's direction, her last elementary school won a Chase Manhattan/Fordham University School Change Award in 2000 for dramatic increases in achievement. Also, she was the administrator of both the Reading Excellence Act and Reading First for the state of Washington.

Kathleen Beaudoin,
Ph.D.



**6. Students with Emotional and Behavioral Problems:
Options for the Secondary Classroom Teacher**

Middle School and Secondary (7-12)

Students with emotional and/or behavioral disorders cause great concern for both general and special education teachers. Estimates of the prevalence of students with emotional and behavioral disorders range from 3 to 6 percent of the student population, with estimates of upwards of 20 percent of general education students displaying considerable levels of problem behaviors. Educators are being asked to respond to an increasingly wide array of challenging behaviors. In this informational session we will examine a variety of problem behaviors as found across classroom settings. A range of best practices regarding environmental, instructional, and behavioral considerations for the classroom teacher will be provided. Realistic and easy to implement strategies will be emphasized. Session attendees will leave with knowledge of a number of effective strategies to encourage appropriate behavior in the classroom.

Kathleen Beaudoin is an assistant professor of education at the University of Washington, Tacoma. She has been a classroom teacher, behavioral consultant, and teacher trainer. Her primary areas of expertise are school wide and classroom management, and programming for students with severe behavior problems.

From Research to Results: Closing the Achievement Gap

August 16 & 17, 2005
Kitsap Conference Center

**Early Bird Registration Fee for Day One or Day Two only is \$155.
Early Bird Registration Fee for both days is \$290.**

(For more information, see registration form.)

Keynote Speaker - Chauncey Veatch, J.D.

2002 National Teacher of the Year

"We Can Make a Difference for Every Child"

Chauncey Veatch began his tour of duty as the 2002 National Teacher of the Year after being introduced by President George W. Bush in a Rose Garden ceremony. As a social studies teacher at Coachella Valley High School in Thermal, California, Mr. Veatch emphasizes literacy and really knowing students as major components of his instruction philosophy. He strongly believes that literate persons not only have more options in life but are much more likely to become lifelong learners. This is something he encourages among his students, most of who come from families of modest economic means and where a language other than English is spoken in the home. The importance of knowing students is not only experienced in Mr. Veatch's classroom, but in, as he describes it, the "full court press" of community involvement that he shares with students nearly every weekend.



Our selection of sessions for this conference include:

Jo Robinson, M.A.



1. "The Achievement Gap Can be Closed" Dynamic and Effective Strategies for Teacher Leaders and Coaches Elementary & Intermediate (K-6)

The significant task of school improvement requires an in-depth understanding of the change process, knowledge of the research, and personal communication and collaboration skills. This presentation will offer the teachers an opportunity to learn how to personalize the lessons of change and relate them to their own situation. They will learn how to become change agents and cause change to occur in a systematic and dynamic manner. The focus of this training will be on collegial support and mentorship with examples, which detail the development of a school-wide reading program. The presenter is a national expert on reading and collaborative systematic school change.

Jo Robinson has worked for over 30 years in the public school system as a teacher, principal, and administrator. Under Jo's direction, her last elementary school won a Chase Manhattan/Fordham University School Change Award in 2000 for dramatic increases in achievement. Also, she was the administrator of both the Reading Excellence Act and Reading First for the state of Washington.

Margery Ginsberg, Ph.D.



2. "The Achievement Gap Can be Closed": Dynamic and Effective Strategies for Teacher Leaders and Coaches Middle School and Secondary (7-12)

The significant task of school improvement requires an in-depth understanding of the change process, knowledge of the research, and personal communication and collaboration skills. This presentation will offer the teachers an opportunity to learn how to personalize the lessons of change and relate them to their own situation. They will learn how to become change agents and cause change to occur in a systematic and dynamic manner. The focus of this training will be on collegial support and mentorship with examples which detail the development of a school wide approach to increasing student motivation through powerful teaching. The presenter is a national expert on student learning, student motivation, teaching and collaborative systematic school change.

Margery Ginsberg is a faculty member in the Department of Educational Leadership and Policy Studies at the University of Washington-Seattle. She works nationally and internationally to provide support for school renewal anchored in a culturally responsive and motivationally significant pedagogy. Her work has been the foundation for several comprehensive school reform demonstration designs, including one of two high schools to receive the 1999-2000 United States Department of Education "Model National Professional Development Award." Dr. Ginsberg has authored many books including *Educators Supporting Educators: A Guide to Organizing School Support Teams*.

**NORTHWEST ESD 189
INSERVICE COMMITTEE ANNUAL REPORT
SEPTEMBER 16, 2005
INSERVICE/STAFF DEVELOPMENT**

Due to declining revenue and an increase in the number of applicants and dollar amounts requested, the NWESD 189 Professional Development Coordinating Council (PDCC) explored alternative options for use of the inservice funds at its February 5, 2004, meeting. The goal was to establish a distribution system that would enable availability of the funds to a greater number of districts and would effectively reduce some of the costs related to school improvement planning.

As documented in the March 12, 2004, Superintendent Advisory Committee (SAC) minutes, the PDCC recommended that the professional development revenue generated by certification fees be used to defray the cost to member districts for school improvement and research costs associated with the SIPTAP and Study Team processes. The SAC unanimously approved the recommendation.

NWESD 189 developed Study Teams in response to requests from districts and schools for support in the research phase of school improvement planning. The study team process provides access to effective practice resources and in-depth data review for participating schools. Facilitation is provided by contracted coaches with extensive knowledge and experience. Also, delta evaluations are completed for each session with summarized results on file.

Prior to the 2004/05 school year, districts were charged \$600 per day for Study Team participation. This fee was used to offset NWESD 189 expenditures for coaches, resources, and instructional materials. With the inservice funding this year, the cost to districts has been decreased to \$300 per day. The majority of the funds were used to contract services for four Study Team coaches (Robert Estes, Richard Little, Pamela Terhorst, and Jack Thompson) with a smaller portion used to purchase and/or print resources. A listing of resources (mathematics, writing, reading, and foundational articles) developed for Study Team use is attached.

In 2004/05, a total of 37 schools from 14 districts participated in 133 Study Team sessions at NWESD 189. Participants included:

Allen Elementary
Blaine High School
Broad View Elementary
Cathcart Elementary
Cedar Home Elementary

Burlington Edison School District
Blaine School District
Oak Harbor School District
Snohomish School District
Stanwood Camano School District

Central Emerson Primary	Snohomish School District
Clear Lake Elementary	Sedro Woolley School District
Clover Valley Elementary	Oak Harbor School District
Conway Middle School	Conway School District
Custer Elementary	Ferndale School District
Darrington Middle/High School	Darrington School District
Eagleridge Elementary	Ferndale School District
Elger Bay Elementary	Stanwood Camano School District
Granite Falls High School	Granite Falls School District
Kendall Elementary	Mount Baker School District
Kent Prairie Elementary	Arlington School District
La Conner High School	La Conner School District
La Conner Middle School	La Conner School District
Lakewood Middle School	Lakewood School District
Lucille Umbarger Elementary	Burlington Edison School District
Lyman Elementary	Sedro Woolley School District
N. Whidbey Middle School	Oak Harbor School District
North Bellingham Elementary	Ferndale School District
Oak Harbor Elementary	Oak Harbor School District
Olympic View Elementary	Oak Harbor School District
Port Susan Middle School	Stanwood Camano School District
Presidents Elementary	Arlington School District
Samish Elementary	Sedro Woolley School District
Seattle Hill Elementary	Snohomish School District
Sedro Woolley High School	Sedro Woolley School District
Stanwood High School	Stanwood Camano School District
Stanwood Middle School	Stanwood Camano School District
Skyline Elementary	Ferndale School District
Stanwood Elementary	Stanwood Camano School District
Utsalady Elementary	Stanwood Camano School District
Valley View Middle School	Snohomish School District
West View Elementary	Burlington Edison School District

SUMMARY OF INSERVICE CERTIFICATION FUNDS EXPENDED

Contracted Services for Study Team Coaches \$27,062.50
 Copying/Printing of Materials \$4,336.94
 Books and Instructional Materials \$3,895.69
 Total \$35,295.13